

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

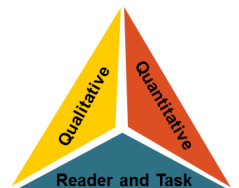
- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



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- Might the reader **develop an interest in this content** because of this text?
- Will the reader be **interested and engaged with the style of writing and the presentation of ideas** within this specific text?
- Will the text **maintain the reader's motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

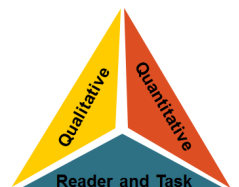
- Does the reader possess **adequate prior knowledge and/or experience regarding the topic** of this specific text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- Does the reader possess **adequate prior knowledge and/or experience regarding the vocabulary** used within this specific text to manage the material that is presented?
- Does the reader possess **adequate knowledge of and/or experience with the genre** of this specific text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?
- Does the reader possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the **complexity of any before-, during-, or after-reading tasks** associated with this specific text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?



Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____

Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> ○ Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated, clear, concrete, narrowly focused
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ Text Features: If used, directly enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title_____

Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> ○ Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: May include subplots, time shifts and more complex characters ○ Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: May have two or more storylines and occasionally be difficult to predict ○ Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> ○ Organization: Is clear, chronological or easy to predict ○ Use of Graphics: If used, either illustrations and directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores several themes; experiences portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).